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ABSTRACT

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Social living, language arts, literature, reading, numbers, handwriting, art, music, physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 18 short chapters. In addition to the various curriculum subjects, they include the arrangement of the daily program, evaluation, speech development, a list of basic equipment, and eight sample units. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The overall objectives of the program are set out in the first chapter. Specific objectives are included in the text. There is no attempt to provide formal lesson plans, but details of many activities are given for each subject and in the sample units. INSTRUCTIONAL MATERIALS: Lists of resource materials are given for each subject, and a list of basic equipment is also provided. STUDENT ASSESSMENT: The chapter on evaluation includes a check list for intellectual behavior, social development, motor control, health, and rhythm and music. (MBM)

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CHEYENNE PUBLIC SCHOOLS
CHEYENNE, WYOMING

GUIDEBOOK

KINDERGARTEN

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FOREWORD

Committees of teachers, special personnel and principals worked diligently to develop this guidebook. It serves a definite purpose to help teachers who are starting their teaching, and also for those who have had extensive experience. It does not dictate the methods or the speed of teaching in any one subject. Teaching is an art and a science, which means teachers must have some choice in their materials and methods. The guidebook was developed to fulfill these needs.

After these study guides were in use for a number of years, the idea was conceived to develop enrichment materials in mathematics and science. These booklets were originally published separately and made available to teachers. It was the wish of many elementary teachers that these materials be incorporated in a regular guidebook for greater convenience to the teacher.

I am taking this opportunity to thank all of those who have contributed to this publication, and who have thus made education a little more vital.

L. D. Crane
Superintendent of Schools

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THE KINDERGARTEN PROGRAM

The main purpose of this guide is to present suggestions for activities and experiences which are valuable to Kindergarten children. It prescribes a tentative program of work aimed to fulfill the objectives of the Kindergarten and designed to provide optimum growth for the child - socially, emotionally, mentally, and physically.

Since the kindergarten is essentially an experience program, work and play should be intergrated rather than divided into subject matter areas. A constant awareness of aims and goals should be kept in mind.

Major Aims of the Kindergarten Program:

To safeguard the child's mental health.

To stabilize the child's emotional status and adjust the child to the school environment.

To determine and foster the factors of reading readiness.

To provide experience for acquiring meaningful concepts.

To help the child face reality and to learn to solve his problems.

To bring the child through his daily contacts with children to a clearer understanding of the type of behavior that is generally accepted as right.

To give the child a start in the development of acceptable social traits.

To develop the child's aesthetic appreciation.

To develop the child's initiative and self-confidence.

To help the child build a philosophy of living that will be his guide.

These major aims should be considered throughout the whole year. In the second semester the program is organized to show a gradual rise in the difficulty of the undertaking and is more concrete and tangible in nature.

SUGGESTIONS FOR THE DAILY PROGRAM

It would be unwise to suggest a definite daily program which would be used in all kindergartens. Each day the teacher should plan her work carefully in terms of the needs, purposes, and growth of her children.

The program should be flexible and balanced in regard to time, but consistent in regard to content. It should move in an orderly manner and avoid strain and over-stimulation. The program should be arranged in terms of large blocks of time and not be clock bound. As children of this age cannot sit still more than fifteen to twenty minutes at a time, alternating quiet and active periods should be arranged. In planning the daily program, the teacher should see that the child has time for the following:

Group work and play.

Individual work and play.

Creative and constructive activities.

Development of skills for carrying on his work.

Appreciation and enjoyment of music, literature, and art.

Experiences such as conversation and dramatization to enlarge the vocabulary.

Discuss and organization of work.

Establishment of standards of habits and attitudes.

Freedom of moving about in the room.

Proper health habits and activities.

Routine matters, such as taking off wraps and attending to household duties.

SUGGESTED TIME ARRANGEMENT AND DISTRIBUTION

9:00 - 9:10	Inspection and Roll Call	10 minutes
9:10 - 9:40	Work Period	30 minutes
9:40 - 9:50	Evaluation and Clean-up	10 minutes
9:50 - 10:05	Out-of-door Play - Games	15 minutes
10:05 - 10:15	Rest Period	10 minutes
10:15 - 10:35	Stories and Dramatization	20 minutes
10:35 - 10:55	Music and Rhythms	20 minutes
10:55 - 11:00	Dismissal	5 minutes

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Try-Out Manual for Kindergartens, Cincinnati: Cincinnati Public Schools, 1941

Kindergarten Department, "A Good Start for Your Child in School", River Forest, Illinois: River Forest Public Schools

SOCIAL LIVING

The basic areas of living, which give direction to the entire elementary curriculum, have their beginnings in the Kindergarten. The learnings are at times concrete and tangible; at other times, abstract. Progress appears slow, but over a period of time, growth is especially noticeable.

In planning and carrying out all units, the following readiness areas should be kept in mind: social, reading, language, and numbers.

A rich program in social living will furnish the core from which most of the rest of the program should grow. In order that there be a general uniformity throughout the Cheyenne School System, it is expected that the following units will be carried on in the classroom:

FIRST SEMESTER

1. Orientation to School.
2. The Home and the Family.
3. Fall Season.
4. Halloween.
5. Getting Ready for Winter.
6. Thanksgiving.
7. Christmas.

SECOND SEMESTER

1. Winter.
2. Transportation.
3. Lincoln's Birthday.
4. Valentine's Day.
5. Washington's Birthday.
6. The Farm.
7. Easter.
8. Spring.

For further suggestions, see The Teacher's Guide Book, pp. 5-11.

Suggested optional units which may be used by the teacher at her time and discretion during the year are:

1. Toys
2. Health
3. Circus
4. Pets
5. Cowboys
6. Community helpers
7. Safety
8. Insects, birds, etc.

ADDITIONAL SUGGESTED ACTIVITIES

School Orientation Experiences

Getting acquainted with members of the kindergarten, the teachers, and children in neighboring rooms, the principal, the janitor, music supervisor, the superintendent, school patrol boys, etc.

Exploring the room.

Locating materials and equipment.

Proper care of materials and equipment.

Locating places for wraps; caring for wraps properly.

Experimenting with materials.

Locating parts of the building.

Keeping calendar - birthdays, etc.

Receiving directions and instructions.

Being weighed, measured, vaccinated.

Learning personal health habits.

Learning safe way to and from school.

Learning playground safety and responsibility.

Home and the Family

Playing in the playhouse.

Making furniture for the playhouse.

Talking about members of the family and their responsibility and duties.

Discussing persons who contribute to the comfort of the home.

Home and the Family (cont.)

Planning parties.

Preparing foods, such as cereal, jello, vegetable soup.

Making apple sauce, cranberry sauce, jelly, jams.

Baking cookies, gingerbread boys.

Popping corn to eat and string.

Churning butter.

Sewing: curtains, doll clothes, bean bags.

Visiting homes.

Nature and Science Experiences

Weather changes

Observe clouds and rain, rainbow colors.

Listen to thunder; observe lightning.

Watch snow, examine snowflakes (6 points), make snowman, play in snow.

Discuss hail, sleet, fog, blizzard, dew.

Experiment with sun and shadows.

Experiment with thermometer, temperature.

Play in the wind, make windmills, observe wind sounds; discuss the wind as a helper.

Observe or construct a weathervane and kites.

Observe blue skies, cloudless days, sunshine.

Discuss colors of sunrises and sunsets.

Keep weather calendar.

Changes in seasons

Fall - collect seeds, leaves, bulbs.

Getting ready for winter unit - observe trees, birds, animals and hibernation, mother, daddy, the farmer, etc.

Nature and Science Experiences (cont.)

Changes in seasons (cont.)

Winter - Jack Frost and icicles.

Spring - observe signs of Spring.

Summer - vacations and activities.

Experiments with water:

Freeze ice; blow bubbles; discuss and observe evaporation and dehydration; make and sail boats; experiment with a siphon.

Moon and star discussion

Changes of moon - full, half, quarter, new.
Big and little dippers, evening star, north star.

Animal life

Take care of pets in Kindergarten: goldfish, snails, tadpoles, frogs, turtles, cocoons and moths; collect caterpillars and cocoons in fall (cecropia, promethia); watch moth work its way out of cocoon.

Birds

Be familiar with robin, bluebird, meadow lark, canary, pigeons; examine a bird's nest, birds while nesting, the feeding of baby birds; build a feeding table; construct a bird house. Set hen, observe little chickens; discuss Easter Bunny and Easter eggs.

Plant life

Gather seeds in Fall; plant them in the Spring.
Discuss fruits and vegetables.
Plant gardens in sand table, cans, etc.
Germinate seeds, such as beans, in blotter and jar.
Grow carrot and sweet potato in water.
Take care of plants and flowers in room.

Experiment with magnet

Experiment with mirror

Enjoy beauty of nature

Trees, bushes, prairie, Spring flowers, etc.

Discuss scales and balance

Acquaintance with Community Helpers

Milkman
Librarian
Traffic policeman
School nurse

Experiences as a Member of the Out-of-School Community

Thoughtfulness of others: the sick person
the person who has been good to us
the librarian
the park attendants

Excursions and Trips

New buildings under construction
Airport
Post Office
Fire Department and Police Station
Union station and trains
Frontier Park and other city parks
Refinery
Lumber yard
A farm or ranch
Dairy
Stores - grocery, furniture, shoe, flower, candy, and bakery.
Greenhouse
Roller skating rink
Pet shop

Special Days

Columbus Day: stories and dramatization of incidents.
Halloween: costume parade.
Armistice Day: flag salute; respect for the flag.
Thanksgiving Day: its meaning; stress thankfulness for the wonderful things we have.
Christmas: its meaning; stories; make toys and gifts.
New Year's Day
Birthdays: choose games, etc. for the day.
Valentine's Day: stories of St. Valentine; make and give valentines; construct post office.
St. Patrick's Day.
Easter.
May Day: make May baskets; have May Pole dance.
Mother's Day : Make gifts.

Learning about and the preparation for holidays and special days offer rich and abundant opportunities for the development of attitudes, understandings, habits, and skills which are essential to living together happily and profitably in the Kindergarten.

Safety

Safety in the room

The safe way to carry a chair.
The safe way to use the scissors, etc.
Safe walking on stairways.

Safety on the playground

Correct use of equipment.
Safe places to play.
Safe ways to play.
Taking turns at play.

Safety in fire drills

Safety habits in crossing streets

Play Experiences

Use of large blocks and builder boards for building.

Trains	Boats
Airplanes	Corral
Post Office	Playhouse

Construction of grocery store.

Making a circus or Noah's Ark.

Construction of furniture for Kindergarten room cupboards, etc.

Activity Centers

Clay	Playhouse
Painting	Sand table
Wood construction	Library
Sewing	Animal life
Paper construction and cutting	Science
Colored crayons	Music
Building blocks	Band instruments

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LANGUAGE ARTS PROGRAM

Kindergarten

The Language Arts program includes both oral and written expressions of children's experiences, knowledge and interpretations.

The teacher should provide ample opportunity for the children to have experiences that will provide ideas and purposes for conversation. Provision should be made in the daily program for free conversation.

Language Activities

1. Informal conversation.
2. Choral speaking - prose and poetry.
3. Finger plays.
4. Telephoning.
5. Group discussions
   To direct observations
   To learn to state ideas so others can understand
6. Planning together
   For plays or dramatizations
   For trips
   For improving standards of behavior or safety
7. Puppet plays.
8. Dramatization (courtesy practices, pantomimes and shadow plays. rehearsed plays, stories, and creative).
9. Telling stories, both original and those they know.
10. Giving oral messages.
11. Giving explanations and directions.
12. Letter writing, story writing.
13. Captions and labels.
14. Short notes and messages.
15. Listening (to enjoy literature; for information, instructions, and explanations).

Curricular Resources

1. Everyday experiences at home and at school.
2. Holiday and special day activities and interests.
3. Recreational and informal reading.
4. Group enterprises within the classroom and on field trips.
5. Observations and activities related to nature and science study.
6. Social studies, health and safety experiences and activities.
7. Culminating situations, such as programs, class parties, dramatizations, etc.

Underlying Principles

1. Language teaching is a day-long activity - practice language learnings in all forms of speech and writing that are a normal part of everyday activities.
2. The language program should be developed from the normal interests and experiences of children.

3. The language program should take account of language needs in the other subjects.
4. Language skills are more readily learned and mastered in connection with occasions that demand the use of such skills.
5. Language skills should be taught in conformity with child growth and development facts and demands for use of the skills in normal situations that confront children of successive age and grade levels.
6. The language program should make definite provision for individual differences in interests, capacities, and achievement of children.
7. Oral language should be stressed.
8. As the tendency of children to imitate is a strong factor in the improvement of language skills, the teacher should strive to be a correct model.
9. The child should acquire the ability and tendency to appraise his own work.
10. In language teaching, the positive approach is desirable.
11. The power to think clearly and logically underlies all expression - help children acquire organization of thinking.
12. Retention of new learning should be maintained by frequent reviews and additional practice in purposeful application of the skill in a vital language situation.

The Sharing Period

Oral language includes both speaking and listening. These two facets of language are a basis for reading readiness and are essential in the improvement of reading skills and abilities. The practice of having children engage in informal news exchange, show and tell, or sharing period is a valuable part of the daily language experiences in the primary grades. Such a period should be a learning situation with the teacher guiding the conversation so that the children are stimulated into further thinking, discussing, understanding and even experiencing whenever learning activities can grow out of this sharing period.

The teacher should be mindful of creating an atmosphere which encourages ease in speech. Encouraging children to present material of personal interest should be accompanied by some instruction in the use of accepted forms of courtesy and consideration for the listener. Work for an acceptable voice quality, with clear articulation, enunciation, and pronunciation. Distractions should be kept to a minimum so that good listening habits may be acquired. Children should be guided to react with questions or comments, and the teacher should see that all children participate to the extent of their ability.

Correcting oral language errors is usually not done during this period, unless the teacher is writing the item on the board and attention can be drawn to the correct form easily. The teacher may wish to make note of the errors so that they may be called to the individual's attention at a later time. In the second and third grades, errors will usually be corrected in a language skills period when the group will learn to use the correct forms in practice sentences and story telling. Glaring mistakes may be corrected at the time they are made if it is not done in a way to embarass the child.

Some items may be recorded as room news. Others may lead to experience charts, problem solving, or merely the clarifying of concepts through further discussion and the sharing of ideas and information. Not all of the children's contributions contain possibilities of extending, but the teacher can make use of the situations that may grow into learning activities for individual and group growth.

KINDERGARTEN LANGUAGE PROGRAM

Language Arts and Readiness

Just as children need art and music as a means of interpreting their feelings and experiences, so do they need language. Be sure that children have many experiences. A child will talk if he has something to say.

Suggested Activities for Developing Language Expression

Oral Expression

Dramatic play: playing store, school, house, etc.
Play activities - Puppets

Conversation

Free and individual with teacher, such as new shoes, vacation, birthdays, pets, and many others.
Establish improvements in language habits:
- Audible speech
- Ease of expression
- Enthusiasm
- Taking turns
- Talking one at a time
- Not interrupting
- Using polite words

Work Period

Asking for material, discussing work with teacher and other children.

Written Language

Written language in Kindergarten usually is in terms of dictated stories, letters, invitations, and recorded experiences.
Most children can read their own names and those of some of their classmates.
All writing of names is to be done with manuscript letters. (Zaner-Bloser)

Creative Language

The child needs to be encouraged to create stories, jingles, songs, or merely a combination of words. If possible, the teacher should record these efforts.

Literature

Stories and poems.
Use the child's enthusiasm for stories and poems.
Provide a wide variety of selections around their level of understanding.
Be enthusiastic as a teacher. Tell or read material so it will come alive to children.
Let children tell stories and poems.
Provide opportunities for much dramatic and spontaneous play activity.
Dramatize stories and poems, but keep it simple and informal with a minimum of adult direction.

Pantomime

Finger plays are not to be confused with nor substituted for a rich experience with the best in poetic literature.

LITERATURE

Children respond eagerly and naturally to the rhythm of poetry (the tune of words) and the imagery and action of stories. A true test of their enjoyment is their request to "read it again". Literature must be related to a child's experiences in order for him to recreate his own image of the author's words.

One learns to understand and appreciate good literature long before he learns to express his image of it or his feeling. Exact meaning of words is not essential to enjoyment but one does need background to make it possible for him to experience vicariously the scene or feeling expressed.

The literature period needs to be relaxed and natural. Informal seating is best. The teacher's manner, plus her use of the right poem at the right time, creates enthusiasm for poetry.

Encourage memory of poems but do not force it. Favorite poems may be learned in class, all working together. Many short ones can be learned by a few repetitions. Not all children will be interested in learning the same poems, but all children should learn some.

Include a wide selection of material. Not all children respond to the same things and all children need to learn to enjoy many kinds.

Attainments for the Primary Grades

1. To develop a better understanding for everyday things through poetry and stories.
2. To broaden the child's horizon of the world about him.
3. To develop standards of appreciation of the beauty of words and the rhythm of poetry.
4. To learn to respond spontaneously to poems and stories.
5. To learn to interpret literary works to others through story telling activities, illustrations or dramatization.
6. To build a good repertoire of poems and stories - some to say from memory, or to tell, others to enjoy and know.

Suggested Material for the Literature Program

1. Poems, jingles, rhymes and stories about
   - People and places
   - Animals and nature
   - Work and play
   - Travels, real and imaginary
   - Magic and make believe
   - Mother Goose
   - Beauty and wisdom
   - Humor

2. Dramatization.

3. Original expression
   - Creative, through pictures, rhythms clapped out, or acted out
   - Retelling
   - Choosing descriptive words
   - Finding the rhyming words, and using them other ways

4. Related activities
   - Choral speaking
   - Illustrating
   - Story booklets
   - Class story books
   - Bulletin boards
   - Flannelgrams
   - Puppets
   - Vocabulary charts of new and interesting words

Literature Activities

Using a story or a group of stories in the literary readers as an introduction to a specific type of literature. After more extensive individual reading help, the class may want to summarize the characteristics of such stories and share their findings with another class.

Identify with the children the characteristics of a certain type of literature and have them write their own stories using these characteristics.

See how many versions of a particular story the class can find. Discuss their likenesses and differences. Discuss their qualifications as to being good literature.

Sing poems and nursery rhymes, or clap to their rhythm.

Develop and read a poem cycle, grouping poems on some particular topic, such as "Mice", "Fairies"; compare the way different poets express similar ideas.

Learn sayings from old tales and proverbs. Discuss their meanings. compare the wisdom of folk sayings with modern sayings of advertising slogans.

Present short skits in which people from different books act together. Strive to portray the real characteristics of these people.

Make maps of the stories we read. Fairyland could show such places as the king's castle, the tunnels of the goblins, the rivers of the mermaids, tne enchanted forest, and any other interesting location found in the story.

To Encourage Creative Expression and Build Vocabulary

Using different types of materials, assemble a make believe animal. Display it. Stimulate creative story telling or writing by such questions as, "Where do you think the make believe animal lives?" "What can he do?" "Why?" "Does he have a name?" "How does he get from one place to another?"

Write the beginning lines of a short poem to describe a picture or an idea. Children try to finish the poem, either independently or with the teacher.

Be a "mood setter". Stimulate original stories with a picture from a magazine; e.g., a bare tree. Ask the children, "I wonder how the tree feels when it loses all its leaves." Or, "How does it feel to be in a fog?" "How do you think it would feel to fly to the moon?"

Motivate children to creative writing through movement: "Make yourself tall, small, round. How do you feel when you are tall?", etc.

Try writing a round-robin story where each child adds an incident.

Channel their fears by capturing the mood and writing about them.

Collect or draw pictures for a booklet to be placed in the library. Write captions for the pictures, if first grade; short sentences for second grade; stories for third.

PRIMARY REFERENCES

Literary Collections in Story and Verse

Childcraft, Volumes, 1, 2, 3, and 4
Child's World, Volumes 1 and 2
My Bookhouse, Miller, Olive
Time for Poetry, Arbuthnot - Scott, Foresman
Anthology of Children's Literature, Arbuthnot - Scott, Foresman
Mother Goose, Sass and Dorne - Random House
A Picture Book of Mother Goose, Coward
Book Trails, Shepard and Lawrence
Golden Books
Better Homes and Gardens Story Book
Now We Are Six, A. A. Milne - Dutton
Told Under the Umbrella books
Silver Pennies, Thompson
Chimney Corner Stories, Hutchinson - Minton - Balch & Co.
Poems, Rachel Field - Macmillan
Story and Verse for Children, Huber - Macmillan
Illustrated Treasury of Children's Literature, Martignoni - Grossett and Dunlap
Under the Tent of the Sky, Breuton - Macmillan
A Small Child's Book of Verse, Doane - Oxford
419 Primary Ways, Normal Instructor

Choral Speaking

Let's Read Together Poems, Kindergarten & Primary - Row, Peterson
Choral Speaking, Hamphill- Educational Publishing Corporation

Magazines

Activities for Children
Children's Activities
Wee Wisdom
Jack and Jill
Humpty Dumpty
Ideals

Films and Tape Recordings - Film Strips

Refer to film library

Records

Poetry Time, May Hill Arbuthnot

Bulletins with Posters, Outlines and Good Teaching Suggestions

Independent Acitivities, Grade 1 - 6, 15¢ per copy - American Educ. Publ.
Such Interesting Things To Do - Independent Activities in Language Arts for Primary Grades. Free - Scott, Foresman and Company
Developing Children's Word Perception Power, Grade 1 - 3. Free - Scott, Foresman and Co.

Teaching Trends - Scott, Foresman and Company. Free.
Primary Activities - Scott, Foresman and Company
Supervisor's Notebook - Scott, Foresman and Company
McKee Language Service Bulletin - Houghton, Mifflin. Free.
McKee Language Service Poster - Houghton,Mifflin. Free.
Ways in Which You Can Help Your Child With Reading - Row, Peterson. Free.
Teaching Children to Read in the Primary Grades, Panel - McKee, Houghton, Mifflin. Free.
Instructions in Children's Literature, Panel, McKee - Houghton, Mifflin
Spelling as Developed in the Language Arts Programs of the New Alice and Jerry Books, Grades 1 - 3 - Row, Peterson and Company
Enrichment Activities for the Superior Child - Ginn and Company
Let's Play a Game - Ginn and Company
Language Arts Can Be Creative, published by the Department of Kindergarten - Primary Education, NEA, $1.00 membership fee.
The Telephone and How We Use It, published by the Bell Telephone System. Free.

PRIMARY READING

LEVEL I
READING READINESS

Basic Texts

Ginn Basic Readers - Games to Play - Revised Edition

Supplementary Texts

Getting Ready - Houghton Mifflin
Fun With Tom and Betty - Ginn
Before We Read; We Read Pictures; We Read More Pictures - Gray
Growing Into Reading: Your Child Learns to Read - Teacher's Reference - Scott, Foresman and Company

Objectives

1. General Objectives
   a. Orientation
   b. Language growth
   c. Concepts
   d. Visual discrimination
   e. Auditory perception and speech training
   f. Kinesthetic development
   g. Vocabulary building
   h. Diagnoses of individual abilities
      (1) Language maturity
      (2) Personal and social maturity
      (3) Health records, age
      (4) Tests

2. Grouping Policy

a. Nine weeks with class as a whole.
b. Observations by teacher.
c. Individual abilities..
d. Conferences with parents.

Auditory and Visual Skills

1. Skills to be developed

a. Auditory discrimination of rhyming elements.
b. Auditory discrimination of word beginnings.
c. Auditory discrimination of word endings.
d. Auditory and visual recognition of letters.
e. Visual discrimination of word forms.
f. Visual memory.

Word Analysis

1. Understanding

a. Likenesses and differences.
b. Left and right concept.
c. First and last.
d. Above and below.
e. Large and small.
f. Over and under.

2. Learning letter names (not in alphabetical order).
3. Naming basic colors.
4. Number concept through ten.

Comprehension and Interpretation

1. Understanding meanings.
2. Following oral directions.
3. Expressing ideas.
4. Listening to stories.
5. Anticipating what will happen next in a story.
6. Retelling a story - keeping the sequence of the story.
7. Understanding the feelings of the story characters.
8. Telling picture stories.
9. Experience charts.

Manipulative Skills

1. Using scissors.
2. Using crayolas.
3. Using pencils.
4. Handling books.

LEVEL II
PRE-PRIMER

Basic Texts

We Look and See; We Work and Play; We Come and Go - Scott, Foresman & Co.

Supplementary Texts

Skip Along; Under the Sky; Open the Door; High on a Hill-
Row, Peterson Co.
Tip; Tip and Mitten; The Big Show - Houghton Mifflin
Guess Who - Scott, Foresman & Co.

Supplementary Materials

Come and Hear cards to accompany Come and Hear - Follett
Come and See cards to accompany Come and See - Follett

Objectives

1. Maintenance of Level I skills.
2. Teach 58 sight words.

Auditory and Visual Skills

1. Matching similar objects.
   a. Pictures
   b. Letters
   c. Words
   d. Phrases
   e. Sentences
2. Establishing sight vocabulary.
3. Learning correspondence between printed and spoken word.
4. Comparing printed word and manuscript writing.
5. Forming images.
   a. Visual
   b. Auditory
6. Basing memory.
   a. Observation
   b. Visualization
   c. Sequence
7. Enriching oral vocabulary.
8. Formulating sentences.
9. Using narrative and expository expression.
10. Observing individual words or phrases in a one-line reading unit.
11. Observing visual details carefully.
12. Establishing habits of looking at words and sentences in left to right serial order.
13. Improving articulation.
14. Auditory perception of hard c, d, j, s, p, t, f, l, m, b, r, w, g, n, h, v.

Word Analysis

1. Word Attack Skills
   a. Recognizing general configuration of word.
   b. Recognizing same word with capital and low case letters.
   c. Using context clues as an aid to identifying word.
   d. Noting and recognizing word form clues.
      (1) Likenesses
      (2) Differences
   e. Developing structural analysis skills
      (1) Recognition of words formed by adding s to known root words.
   f. Developing phonetic analysis skills.
      (1) Perception of rhyme.
      (2) Initial consonant sounds (See II. N).

Comprehension and Interpretation

1. Interpreting the main idea.
2. Interpreting the story in sequence.
3. Noting details and perceiving relationships.
4. Identifying speaker and character spoken to.
5. Anticipating outcomes.
6. Forming associations.
7. Making inferences.
8. Recognizing emotional reactions and motives of story characters.
9. Comprehending phrase and sentence meanings.
10. Making judgments and drawing conclusions.
11. Forming sensory images.
    a. Visual
    b. Auditory
    c. Kinesthetic
    d. Tactile
12. Perceiving relationships.
    a. Place
    b. Association through use
    c. Sequence
    d. Class
    e. Size
    f. Quantity

READING READINESS CHECK LIST

	High	Average	Low
I. PHYSIOLOGICAL FACTORS			
1. Is there evidence of good organic condition, good nutrition, and good health habits?			
2. Is there evidence of normal visio			
3. Does the child notice likenesses and differences in objects, forms, colors?			
4. Does he have good general coordination when engaging in games?			
5. Does he have a normal amount of energy?			
6. Does his hearing seem to be normal?			
7. Can he hear likenesses and differences in sounds of words?			
8. Does he respond quickly when spoken to?			
II. PSYCHOLOGICAL FACTORS			
1. Does the child have a wide speaking vocabulary?			
2. Can he relate a personal experience in logical sequence?			
3. Can he repeat from memory a rhyme or verse?			
4. Can he listen attentively to a story?			
5. Does he listen to directions and execute them accurately?			
6. Can he detect likenesses and differences in word forms?			
7. Does he have a normal span of attention?			
8. Does he have curiosity about books, things, and places?			
9. Does he want to learn to read?			
III. SOCIAL AND EMOTIONAL FACTORS			
1. Does the child enter into group activities?			
2. Does he form friendships easily?			
3. Does he assume responsibilities well?			
4. Is he free from nervousness, worry, and excessive fears?			
5. Can he work independently without too much help from the teacher?			
6. Does he stay with a task until it is finished?			
7. Can he take disappointments without undue display of emotions?			
IV. BREADTH OF BACKGROUND OF EXPERIENCE			
1. Has the child visited parks, zoos, or airports?			
2. Has he had many of the experiences he will read about?			
3. Does he attend Sunday School?			
4. Does the home have children's books and magazines?			
5. Has he attended kindergarten?			
6. Do his parents encourage initiative and independence?			
7. Has he had experience with automobiles, trains, airplanes, and buses?			
8. Has he seen many movies?			
9. Does the home have a radio or television set?			

REFERENCES FOR READING READINESS

WHITE, and ADAMS, Adjusting the Reading Program to Meet the Individual Need of Children, Cleveland, Ohio: Bulletin

GRAY, WM. S., Cooperative Effort in Schools to Improve Reading, Chicago: pp. 338

FOSTER and HEADLEY, Education in Kindergarten, Chicago: American Book Co., Reading pp. 131 - 132, 144 - 174, 179

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SMITH, NILA BLANTON, Reading a Tool for Learning, Washington, D. C.: Association for Childhood Education, Bulletin

HARRISON, LUCILLE, Reading Readiness, Cambridge: The Riverside Press, Cambridge, Massachusetts

NUMBER READINESS

Number awareness is a requisite in the kindergarten program but is never an isolated lesson in itself. The teacher should be conscious of the need, and provide as many experiences with numbers as possible. Every opportunity should be utilized so the child may see and sense the usefulness of numbers.

SUGGESTED EXPERIENCES

Excursions

Construction Work

Experiments

A Store

The clock - tells when to do certain things.

March of Dimes; Stamp sales.

Counting

- Number jingles and songs
- Counting children
- Chairs
- Ball bounces
- Days of week
- Jumps when jumping rope
- Scissors

Recognition

- Numbers on calendar
- Street addresses
- Telephone numbers
- Numbers of father's license plates
- Bus fare
- Pages of books

Measuring

- When cooking
- Making butter
- Cutting string for a boat

Arithmetical Terms and Concepts

Activities should be planned where the child will learn the meaning of the following terms:

Money, penny, nickel
Whole, one-half (of one or several)
Larger, smaller
Longer, shorter
Wide, narrow, widest
Thick, thin
Big, little
Adding to, taking away
Circle, square, cube, triangle

Number stories to be used on peg boards or sheets of paper.

REFERENCES FOR NUMBER READINESS

MEHL, MARIE, A Guide for Kindergarten Teachers, Boulder, Colorado: Boulder Public Schools

Arithmetic Assignments, Kindergarten and Grades 1 - 4, Denver, Colorado: Denver Public Schools

Coordinating Outline for Kindergarten, Ottumwa, Iowa: Ottumwa Public Schools, 1950

Curriculum Guides for the Kindergarten, Cicero, Illinois: Cicero Public Schools

FOSTER and HEADLEY, Education in the Kindergarten, Second Edition, Chicago: American Book Company, 1936

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Association for Childhood Education, Bulletin, "This is Arithmetic", Washington, D. C.

Try-Out Manual for Kindergartens, Cincinnati: Cincinnati Public Schools

HANDWRITING READINESS

All activities of the kindergarten which promote and develop the motor coordination of the child, the use of the small muscles, and the need for the printed or written symbol may be classed as activities fostering handwriting readiness

SUGGESTED ACTIVITIES

Motor Coordination

- Rhythms
- Games
- Building blocks
- Climbing apparatus

Fine Muscles

- Puzzles
- Manipulation of all art materials
- Building blocks
- Rhythm band instruments
- Buttoning coats, etc.

Need of Printed Symbol

- Dictated stories, letters, invitations, news items.
- Printing names on pictures of work done.
- Printing greetings, labels, etc.

SUGGESTIONS FOR TEACHING TECHNIQUES

Circle and line designs may be made preliminary to writing properly.

Print name when need arises or desire exists.

Encourage large writing.

Use unruled paper.

Teach correct way of manuscript writing, and proper way of holding pencil.

No formal instruction in writing.

Emphasize left to right progression (note reversal tendencies).

Creative drawings and paintings should have children's own stories printed on them by the teacher.

REFERENCES FOR HANDWRITING READINESS

Coordinating Outline for Kindergarten, Ottumwa, Iowa: Ottumwa Public Schools

Curriculum Guides for the Kindergarten, Cicero, Illinois: Cicero Public Schools

HILDRETH, GERTRUDE, Readiness for Learning, Washington, D. C.: Association for Childhood Education, Bulletin

GOODMAN, JOHN, The Teaching of Handwriting for the Cheyenne Elementary Schools, Cheyenne, Wyoming: Cheyenne Public Schools

Try-Out Manual for Kindergartens Curriculum Bulletin Number Sixty, Cincinnati: Cincinnati Public Schools

ART

Art in the kindergarten plays a very important part in practically all phases of the program. It has special value in the Reading Readiness program by developing the thinking processes, sharpening the memory, and contributing to ability to observe details, and presenting situations for problem solving.

SUGGESTED PROCEDURE AND MATERIAL

Creative Activities

The kindergarten program should provide opportunities for a variety of free and creative expressions. It should be the kindergarten teacher's responsibility to create or develop natural situations which will necessitate or suggest the use of art media for completion or solution of the problem. The children should be allowed and encouraged to experiment with all types of art material which should be accessible to them at all times. Let the children experience the joy and satisfaction of indulging in creative expressions free from adult supervision or stimulation. The creative experience itself, however crude, is of more importance than the product since learning is a result of experience. Standards may gradually be raised by discussing possibilities,giving suggestions, and at times even actually working with the children.

A good suggestion is - never touch or retouch a child's work.

Directed Activities

Some directed lessons may be given if there seems to be a need for them, such as: demonstrating the cutting of a basic pattern for a Valentine, a Christmas tree, Easter baskets, Jack-o-Lanterns, snowflakes, etc.

Art Materials

The following art material should be accessible to the children at all times:

Paper, construction: manila, unprinted news, shelf, wrapping, tissue.
Crayons: large size
Paints: enamel, flat, powdered, finger paint
Clay: modeling
Blocks: all sizes and shapes for construction
Pegs and boards
Beads
Puzzles
Carpenters' tools
Material for building; sand
Needle and thread
Cloth
Scissors
Painting easels: easel painting should be done on large sheets of paper 12" x 18", large paint brushes.

Patterns

There is an occasional legitimate use of patterns in the kindergarten, such as: an apron, basket, etc., in order to insure correct fit or balance, or so that an article will "stand up". However, the continual use and dependence upon pattern is not conducive to creative efforts.

REFERENCES FOR ART

Kindergarten Department, "A Good Start for Your Child in School," River Forest, Illinois: River Forest Public Schools

Association for Childhood Education, Bulletin, "The Arts and Children's Living", Washington, D. C.: NEA

FALLIS, EDWINA, The Child and Things, New York: The World Book Company

Association for Childhood Education, Bulletin, "Uses for Waste Materials," Washington, D. C.: NEA

State Department of Education, Curriculum Bulletin Number Five, Columbus: Columbus, Ohio. "Working With The Child from Two to Six"

EVALUATION

EVALUATION is especially difficult in kindergarten because in most instances the desired goals do not lend themselves to objective measurement.

It is suggested that teachers use a check list to periodically evaluate the child's growth. This procedure will give a basis for directing your program and sending of reports to parents.

A sample of such a check list is shown below.

EVALUATION AND CHECK LIST

INTELLECTUAL BEHAVIOR

Initiates his own activities

Makes helpful suggestions

Carries out plans

Evaluates his own efforts

Expresses his thoughts

Shows originality in stories

Asks thoughtful questions

Alert to changes

Has wholesome curiosity

Interested in reliving experiences

Has background of information

Interested in acquiring information

Is independent in his thinking

Follows through on ideas of his own

Has the ability to profit by experiences, explanation, directions, and suggestion

Makes adequate and active use of his capacity

Language usage mature for his age

SOCIAL DEVELOPMENT

___ Exhibits habits of fair play

___ Seeks only desirable ways of gaining attention

___ Is not over-sensitive

___ Expresses self-control

___ Expresses self-confidence

___ Cooperates in the group as an integral part

___ Emotionally poised

___ Is not domineering

___ Is not timid

___ Does not try to avoid just consequence of unacceptable behavior

___ Uses socially acceptable language

___ Shows leadership

___ Profits by criticism of others

___ Responds to signals and directions

___ Accepts responsibility

___ Uses common habits of courtesy

MOTOR CONTROL

___ Ability to take off and put on outside wraps

___ Ties his shoes

___ Moves with ease and grace

___ Relaxes completely at rest time

___ Handles tools and crayons, pencils, scissors, clay, and puzzles with skill

HEALTH

___ Skin infections

___ Properly provisioned with handkerchiefs

___ Covers mouth when coughing and sneezing

HEALTH (cont.)

Washes willingly after eating and using toilet

Keeps hands, pencils, clothing or other foreign materials out of mouth

Is not fidgety or nervous

Takes part in active play

Free from play

Is not easily fatigued

RHYTHM AND MUSIC

Feeling for and sense of rhythm

Motor coordination and grace

Attentive during music activities

Expresses creative ideas and moods through bodily movements

Respond with group to stimulus of music

Develops tone quality and correct pitch

MUSIC

The appreciation of music, as well as the performance of it, is the goal of music education. It is necessary and natural that the foundation of the child's musical education be laid in kindergarten. The many phases of music which play a vital part in kindergarten activity - such as: singing, rhymthmic expression, rhythm band, listening, and creative music - should give the child a happy, interesting and satisfying experience.

The program with emphasis on the fun and beauty in music should include:

A. Performing

1. Singing

The songs are taught by rote. The children should be given an opportunity to sing many fine rote songs. The songs should be connected with all activities. The number of songs learned each week depends entirely upon the group. Many kindergarten groups can learn a new song each day. If a song is well learned it often requires more than one day's singing. New songs are introduced as the need arises or at the time of a new experience. A song repertoire is built by re-singing the old and continuously learning new ones.

The objectives of Rote Song Singing are:

a. To foster the love of beautiful songs
b. To develop self-expression through singing
c. To develop the ability to respond to rhythms and moods
d. To provide happy group activity.

Songs in the kindergarten should be short, simple, of some literary value, within the child's level of ability, and express every day experiences, interests and feelings. Children like songs that have an attractive rhythmic quality with repetition of words and melody. Tone placement should be suitable for the young child and the range should be within the treble staff.

Each child should be encouraged to sing alone or in small groups so that the teacher can give individual help and watch the progress of the individual singers. Individual work of short duration, to improve the out-of-tune singers, should be a part of each day's work. Encourage the children to use light clear tones - much of this is done by imitation. Good posture, whether sitting or standing, cannot be over-emphasized.

Songs should be taught without piano - then later when songs have become a part of each child, add piano accompaniment. In this way children do not become dependent on the piano or teacher's voice. For every song the pitch should be taken from the pitch pipe or piano. Never guess at the pitch!

2. Rhythmic interpretations, dramatization, mimetic play, singing games.

Every normal child has native rhythmic responses. Some children need a great deal of encouragement and help, and it is the responsibility of the teacher to assist each child to respond to a wide variety of rhythmic activities. Rhythms should be experienced in spontaneous bodily responses such as is expressed by simple rhythms of running, walking, skipping, hopping, jumping, galloping, swinging, and swaying.

Dramatization is developed through free rhythm play. Examples of this are as follows:

The circus: Children dramatize the complete day of circus activities.
Train comes to town, erect the tent, circus parade, performance.
The circus if over, etc.

Transportation: train, airplane, boat, etc.

Seasons: spring, summer, autumn, winter.

Farm: all farm activities.

Mimetic play: this is an activity using various movements occurring in every day life.

Singing games: Divide the class.
Have one group sing while the other carries on the activity.
Select only short simple games with few actions.

3. Playing Rhythm Instruments

Rhythm band work is playing the simple percussion instruments, such as drums, rhythm sticks, sand blocks, tamborines, jingle sticks, cymbals, bells, triangles, castanets, and wood block. These instruments lead the child to experiment with tone and sound patterns, as well as to satisfy and develop his instincts of rhythm. They help him to develop his ability to listen, concentrate, discriminate, and create. The general objectives on the part of the pupil are: (1) to have fun; (2) to develop a good sense of rhythm; (3) to become familiar with all of the rhythm band instruments. The accompaniment for rhythms should be varied, carefully selected, and well played.

B. <u>Listening</u>

1. To singing
2. To the piano
3. To the phonograph
4. Instrumentalists (solo or large group)

(This may be done during rest periods, at specified times, or at any time when the mood suggests it.)

Every lesson should be one of appreciation. There are a number of ways to develop appreciation, two of the best being singing many songs, and listening to much good music. A general plan for introducing the listening program is as follows: (1) Listening occasionally to songs in singing class; (2) playing restful music while resting; (3) listening to spirited music in rhythm band; (4) listening to songs and records dealing with things familiar to the child's experience.

The teacher should be thoroughly familiar with the music to be sung or played so that she introduces it as one does a dear friend.

Music for listening should be short, expressive, well defined, and full of interest.

C. Creating

1. Through songs
2. Through rhythms
3. Through the making of instruments
4. Through drawing pictures

Creative experiences enter into every lesson, if in no other way, through re-creating a known song. Little children are creating when they can sing a song beautifully. As has already been mentioned, they can create dramatic action to a song or provide rhythmic response to the piano or phonograph music. They may also create their own musical instruments. Making up songs should be a regular part of the music program.

A child should feel that music is for everyone. This means that every child be permitted and encouraged to participate even though his rumbling monotone or poor feeling for rhythm strikes a discordant note - usually this is lost to all except the trained ear.

Children should be aware of the fact that all music has been composed. Some one has conceived it and recorded it for others to enjoy.

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BEATTIE, WOLVERTON, et al., American Singer, Book I, Chicago: American Book Company

Supplementary Material for Singing

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ARMITAGE, DYKEMA, Our First Music, Boston, Massachusetts: Birchard Books

NORTON, JUNE, Sing It Again, Worchester, Massachusetts: Norton Company

McCONATHY, MEISSNER, The Music Hour, Chicago: Silver Burdette Company

NEIDLINGER, Small Songs for Small Singers, New York: G. Schirmer, Inc.

My Picture Book of Songs, M. A. Donahue and Company

MacCARTENEY, Songs for the Nursery School, Willis Publishing Company

COLEMAN, THORN, Another Singing Time, John Day Publishing Company

WYSKOFF, A Book of Cradle Songs, New York: Grosset and Dunlap, Inc.

CHRISTIE, CATHERINE, Nursery Songs and Rhymes, Samuel Lowe Company

CARTER, JESSIE, Twenty Little Songs, Willis Publishing Company

GRAHAM and SCOTT, Favorite Songs, Mother Goose, Whitman Publishing Co.

Robbins Mammoth Collection of Famous Children's Songs

Favorite Nursery Songs, Random House

COLEMAN and THORN, Singing Time, John Day Company

SIMON and SCHUSTER, Golden Song Book

LYDEN, CLARA, Children Come and Sing, Eau Claire, Wisconsin: E. M. Hale and Company

SIEBOLD, META, Happy Songs for Happy Children, New York: G. Schirmer, Inc.

THOMPSON, BURNETTE, Let's Sing, Augusburg Publishing Company

CROWINSHIELD, Mother Goose Songs, Springfield, Massachusetts: Milton Bradley Company

New Music Horizons, Chicago: Silver Burdette Company

PITCHER, ROSSMAN and VANDEVERS, A Singing School, Boston Massachusetts

COLEMAN and THORNE, The Little Singing Time, John Day Publishing Company

ELKAN, BELLE, Songs for Today's Children, Clayton F. Summy Company

BAIR, EDITH, Song Thoughts of Children

WIECHARD, ANGELA, Today's Tunes for Children, D. A. Schmitt Music Company

Singing Games

Singing Games for Children, Willis Music Company

Songs and Games for Little Ones, Oliver Ditson Publishing Company

NORDHOLM, Singing and Playing, Sheridan, Wyoming: Mills Company

BARNETT, NELSON, Fun With Music, Albert Whitman and Company

HAILMAN, Songs, Games, and Rhymes, New York: G. Schirmer, Inc.

KNOWLES, Songs and Pictures for Little Folks, A. J. Barnes Company

VALKER, JINKS, Songs and Games

Rhythms

Romp in Rhythm, Willis Music Company

Dramatic Games and Dances

Folk Games and Gymnastic Plays

CULBERTSON, C. R., Series of Rhythm and Songs, William A. Kaun Music

Arnold's Collection of Rhythms for Home, Kindergarten and Primary, Willis Publishing Company

VESPER, Rhythmic Sketches, Willis Publishing Company

CULBERTSON, C. R., Songs and Rhythms for Kindergarten, William A. Kaun Music

Interpretive Rhythms for Kindergarten, Books I, II, III

WHITLOCK, VIRGINIA, Come and Caper, New York: G. Schirmer, Inc.

MOISELLE RENSTROM, Musical Adventures, Seseret Book Company

HOFER, Music for the Child World, Clayton F. Summy Company

SHAFER and MOSHER, Rhythms for Children, New York: A. J. Barnes Co.

MOISELLE RENSTROM, Rhythm Fun for Little Folks

Rhythmic Action

MOSES, IRENE, Plays and Dances

JACKSON and REED, Sing It and Do It, New Mexico: University of New Mexico

Creative

Follow the Music, Boston, Massachusetts

NEWMAN, Music for Teeny and Tiny, Creative Music

PHILLIPS, Rhytmic Action Plays and Dances

NELSON, Fun With Music, Albert Whitman Company

Rhythm Band

Rhythm Band Book, F. A. Owen Publisher

Rhythm Band, Chicago: Ludwig and Ludwig Publishing Company

Rhythmic Ensemble Band, Diller and Page Publishing Company

CULBERTSON, C. R., Band Rhythms for Kindergarten, William A. Kaun Music Co.

Melody and Rhythm

Band Instructions

GLENN, LEAVITT, REBMAN, Play a Tune, Chicago: Ginn and Company

TEACHER REFERENCES FOR MUSIC

THOMPSON and NORDHOLM, Ways to Teaching Elementary School Music

MEYERS, Teaching Children Music in the Elementary School

PURCELL, Music and the Classroom Teacher

PURCELL, Music in the Elementary School

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DANIELS, WINIFRED, Article, "Instruments for Music Making."

PHYSICAL EDUCATION PROGRAM

Kindergarten through Third Grade

Growth is a continuous process - an emerging - an unfolding. At no time does a child abruptly complete a particular stage of development and begin the next. Neither is there a time when all children in a group are at exactly the same stage of growth.

Any classification into groups along the route of growth is artificial. The following chart is merely a device to help give a picture of activities that seem to suit the changing needs of children. The subdivisions and classifications used serve as convenient labels for periods of growth through which children gradually move, each child holding to a path that is his alone.

What They Are Like	What They Need OPPORTUNITIES	What To Do
Their large muscles (trunk, legs, and arms) are more developed than the smaller muscles (hands and feet).	To experience many kinds of vigorous activities that involve many parts of the body. To engage in many developmental activities for small muscles.	Activities such as: Hanging, running, jumping, climbing, dodging or throwing at an object. Bean Bag Toss, Jacks, Bouncing Balls, Hopscotch, O'Leary.
They have a short attention span.	To engage in many activities of short duration.	Choice of activity where a child can change frequently and activities that can be started quickly, such as: Magic Carpet, Pincho, Hill Dill, and stunts.

What They Are Like	What They Need OPPORTUNITIES	What To Do
They are individualistic and possessive.	To play alone and with small groups. To play as an individual in larger groups.	Individual Activities, such as: throwing, catching, bouncing, kicking, climbing, stunts, running, hopping, skipping, building blocks, jumping. Dance activities which allow for expression of self, such as clowns, aviators, firemen, cops, aeroplanes. Activities which may use small numbers of children, such as: Stride Ball, Cat and Rat, Hill Dill, Cowboys and Indians, Tag. Singing games such as: Looby Loo, Bluebird, Sing a Song of Sixpence.
They are dramatic, imaginative, and imitative.	To create and explore. To identify themselves with people and things.	Invent dance and game activities, such as: Cowboys, circus, Christmas toys, work activities such as Pounding, sawing, raking, and hauling. Other play activities; farmers, postman, grocers, elevators, bicycles, leaves, scarecrows.
They are active, energetic, and responsive to rhythmic sounds.	To respond to rhythmic sounds such as: drums, rattles, voice, nursery rhythms, songs, and music	Running, skipping, walking, jumping, galloping, dodging, swimming. Singing and folk games such as, Oats, Peas, Beans, and Barley Grow; Farmer in the Dell; Nixie Polka.
They are curious and want to find out things.	To explore and handle materials with many types of play.	Using materials such as: Balls, ropes, stilts, bean bags, bars, ladders, trees, blocks. Games and activities such as: Hiking, Run Sheep Run, Huckle Buckle Bean Stalk.

What They Are Like	What They Need OPPORTUNITIES	What To Do
They want chances to act on their own and are annoyed at conformity.	To make choices, to help make rules, to share and evaluate group experiences.	Variety of activities with minimum of rules, such as: Center Base, Exchange, Midnight and Red Light. Make-up activities, dances and games.
They are continuing to broaden social contacts or relationships.	To cooperate in play and dance, to organize many of their own groups.	Group games such as: simple forms of Dodge Ball, Kick Ball. Dance and rhythmic activities such as: Gustaf's Skoal, Dance of Greeting, Bow Belinda.
They seem to be in perpetual motion.	To play many types of vigorous activities.	Running, jumping, skipping, galloping, rolling.

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SPEECH DEVELOPMENT

Speech is a learned skill depending not only upon normal child development, but also upon good examples and favorable conditions under which to develop.

There is a popular impression that most children will outgrow any type of speech difficulty. Unfortunately this is not the case and the child should receive help during the earlier years rather than wait until speech habits and abnormal speech have become firmly set.

If faulty speech habits have not been corrected before the child enters school, the correction should, if possible, begin in the kindergarten. In case the child of five has not mastered the mechanics of good speech, he should be given help to promote development. Although the kindergarten teacher may feel incompetent, because of insufficient training, to give help with speech development, she can be of great assistance in improving infantile speech (baby talk), slovenly speech, and foreign language handicaps.

A little child imitates what he hears, and the best method of speech correction is through ear training and imitation. Exaggerated cases of speech handicaps, or speech defects, should be referred to a speech clinic, or to a trained speech specialist.

It is essential the training or correction be casually made in order that the child is not made to feel he is being punished because of poor speech. In developing natural and spontaneous speech, it is important to establish freedom from timidity, ridicule, and situations should be as comfortable as possible so that the child will not be excited, frightened, or embarassed.

For further assistance, the teacher is referred to the speech books listed, and to the following sample jingles and rhymes for the various speech correction activities. A few sample rhymes and jingles that might be profitably used in speech activities are included in the Appendix page.

A need was felt for help in corrective speech work, but these rhymes may also be used in language work, the relaxing exercises for the rest period, and in the reading readiness work.

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ABNEY and MINIACE, This Way to Better Speech, New York: World Book Company, 1946

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RELAXATION GAMES AND POEMS

Relaxation is a fundamental factor for effective speech correction.

THE CLOWN

I went into a circus town
And met a funny bunny clown,
He winked his eye, he shook his head
"This is splendid fun", he said.

He shook his head, he shook his feet,
He wobbled, bobbled down the street,
He moved his jaw both up and down
This funny little bunny clown.

He played that he was a lazy man
And then sat down like a Raggedy Ann
His head fell down, and his arms fell, too
And he went to sleep for an hour or two.

THE BLACK CAT

The black cat yawns,
Opens her paws,
Stretches her legs
And shows her claws.
Then she gets up
And yawns once more,
And lifts each foot
Right off the floor.

Lighting herself
On her delicate toes,
She arches her back
As high as it goes.
Then she lets herself down
With particular care,
An pads away
With her tail in the air.

LITTLE SLEEPY HEAD

They call me little sleepy head!
I yawn at work, I yawn at play!
I yawn and yawn and yawn all day
Then take my sleepy yawns to bed
That's why they call me sleepy head.

THE RAG DOLL

I am a limp rag doll
I have no bones
My arms are limp
My neck is limp
I am a limp rag doll.

Games to aid in producing a state of relaxation.

Floating

Child pretends he is floating on a lake. Bodies must be limp or they will not float. Lie on rugs.

Lions

Pretend children are lions walking back and forth in the cage until they are tired. Find a place to rest, yawn and stretch several times, and stretch out. Yawning developes soft palates.

Rag Dolls

Heads won't stay up, arms dangle, bodies flop. Play both sitting and standing.

Imitations

Be an old coat hanging on a hook. Be a balloon from which air escapes.

Exercise for Lips

THE CLOWN

I'm a funny little clown
I say, "Ah, oh, ee, oh".
My mouth is open wide
When I say, "Ah, ah, ah".
I draw my lips far back
When I say "ee, ee, ee".
My lips are very round
When I say, "oh, oh, oh".
Ah, oh, ee, oh, ah, oh, ee, oh
I am a funny little clown.

Exercise for Tongue

JACK-IN-THE-BOX

Jack jump out,
And Jack jump in
Jack jump up
And Jack jump down.
Shake your head, Jack
Look out and in
Go in and shut
The cover down.

Exercise for Breathing

MY PUPPY

My puppy likes to sleep awhile
Beside his dinner pan
He sleeps and breathes so gently there
Sh! Listen if you can.
Uh-huh, uh-huh, uh-huh,
Uh-huh, uh-huh.

My puppy likes to chase a cat
Around or up a tree
He runs so fast he huffs and pants
When he comes back to me
Huh-huh, huh-huh, huh-huh-huh.

PINWHEEL GAME

I've made a paper pinwheel
I blow it like the wind.
I blow and blow
The wheel goes 'round.
I blow my paper windmill
Until you've counted 10.

Rhymes for Specific Sounds

SH

HOLES IN MY SHOES

The shoemaker's shop is shut today
Oh, what shall I do with my shoes?
The shoemaker's shop is shut, I say
And there are big holes in my shoes.

The holes in my shoes may stop my play
Oh, what shall I do with my shoes?
The shoemaker's gone, he's gone away!
Oh, what shall I do with my shoes?

TH

THE MONKEY

Little Monkey in a tree
This is what he says to me
  They, they, they
  Thee, thee, thee.

Monkey jumps from limb to limb
While I chatter back to him
  Thee, thee, thee
  They, they, they.

P

LITTLE BROWN RABBIT

Little brown rabbit when hippety-hop
Hippety-hop, hippety-hop
In the garden without a stop
Hippety-hop, hippety-hop.

P

THE SONG OF THE POPCORN

Pop - pop - pop!
Says the popcorn in the pan.
Pop - pop - pop!
You may catch me if you can!

Pop - pop - pop!
I can whirl and skip and hop!
Pop - pop - pop!

Pop - pop - pop!
I can whirl and skip and hop!
Pop - pop - pop!
Pop - pop - pop!

Peter, Peter Pumpkin Eater, Peas Porridge Hot, etc.

WH

WHERE IS MY WHISTLE?

Oh, where is my whistle
Asked Willie one day.
My dear little whistle,
My dear little whistle,
My dear little, white little whistle,
I say!

Why, here is your whistle,
His brother replied,
Your dear little whistle
Your white little whistle
Your dear little, white little
  whistle,
He cried.

TH

"Thumbs in the thumb place
Fingers all together".
This is the song
We sing in mitten weather.
When it is cold
It doesn't matter whether
Mittens are wool
Or made of finest leather.
This is the song
We sing in mitten weather,
"Thumbs in the thumb place
Fingers all together."

S

Sal sat on a see-saw,
A see-saw, a see-saw,
Sal sat on a see-saw,
And sang a song so gay.

Sue sat on a see-saw,
A see-saw, a see-saw,
Sue sat on a see-saw,
All on a summer's day.

Sal fell off a see-saw,
A see-saw, a see-saw,
Sal fell off a see-saw,
And down sat singing Sue.

L & R

I like to ride on the streamline train,
I like to ride in an airplane,
I like to ride in a pretty ship,
I like to go on a long bus trip.

I like to ride on my old horse Ned,
I like to ride on my new red sled,
I like to ride in father's car,
If we don't go so very far.

But the merry-go-round
Is the ride for me.
Do all you other children Agree?

NG

As I was going along, along
A-singing a comical song, song, song,
The lane that I went was so long, long, long,
And the song that I sang was so long, long, long,
And so I went singing along.

H

"Ho! Ho! Ho!" roared Father
"Ha! Ha! Ha!" laughed Mack
"Hoo! Hoo! Hoo!" hooted Owlie
"Hee-haw!" brayed Jack.

CH

"Chee, chee, chee," sang the chickadee,
"Choo, choo, choo," said the train.
The train went "chug, chug" up the track,
And the chickadee sang again.

N

Ninny, nanny Nancy Goat
You never wear a fancy coat,
But you nibble noon and night
With your fancy appetite.
Ninny, nanny, Nancy Goat
Why don't you <u>wear</u> your fancy coat?

Z (final)

Old Snick Sneeze has a nose like a rose,
You can hear him wheeze wherever he goes.
He stays with boys who wear wet shoes,
Or a girl who is careless - no matter whose.
You find that they usually go by threes,
The child, wet shoes, and Old Snick Sneeze.

APPENDIX

Recipe for Finger Paint

One-half box gloss starch mixed to a cold paste. Add 3 quarts of boiling water. Cook until opaque. Cool. Add 1½ cups soap flakes. This keeps indefinitely if no color is added until time for use. It is not necessary to wet paper before using this mixture.

Other Recipes:

Association for Childhood Education, Bulletin, "Materials for Work and Play", Washington, D. C.: NEA

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RUNBECK, MARGUARET LEE, Our Miss Boo, New York: D. Appleton Century Company

Try-Out Manual for Kindergartens, Cincinnati: Cincinnati Public Schools

UPDEGRAFF, RUTH, Practice in Preschool Education, New York: McGraw Hill Book Company

LIST OF BASIC EQUIPMENT TO BE IN EVERY KINDERGARTEN ROOM

Playhouse

- Dishes - breakfast size (not too tiny)
- Pans
- Dust pan
- Broom
- Ironing board and iron
- Dolls (2)
- Doll clothes
- Table & chairs (room size)
- Telephone
- Tub & washboard
- Clothespins
- Play shelves & cupboards
- Doll buggy
- Doll bed & bedding
- Stove

Inside Big Muscle Equipment

- Large blocks (triangle, square, rectangle - 2 sets)
- Hollow boxes (large enough to get into)
- Truck, tricycle and wagon
- Balls (2)
- Jumping ropes (6)
- Airplane, cars
- Small blocks
- Farm set - barn, animals, human figures

Handcraft and Manipulation

- Large painting easles
- Inlay puzzles (8)
- Beads for stringing
- Pegs and pegboards
- Left-handed scissors for those who need them

Miscellaneous

- 10¢ books
- Other books
- Magnet, horseshoe
- Magnifying glass
- Paper cutter
- Rhythm instruments
- Pocket chart
- Stapler and staples
- Paper punch
- Flannel board and cutouts
- Piano
- Phonograph
- Drum - 12" - 16"
- Bells - bell set, shaped like Christmas Bells
- Fish bowl
- Library table
- Puzzle racks
- Ample storage for rugs
- Thermometer, counting, 1 big, 18" or so

Kindergarten toys should be sturdy - even if it means having just a few of them.

SAMPLE UNITS

ORIENTATION TO SCHOOL AND COMMUNITY LIFE
Prepared by Emma Weiss

A Study of Homes and Stores
(These are closely connected)

When the children who are enrolled in the kindergarten first come to school, I try to make the room as attractive as possible. Toys, paper, clay, scissors, etc., are placed so children can help themselves. Each day something new is put out, such as clay one day, scissors and paper the next. They learn to return material to the place wnere it is to be kept most of the year.

The children are encouraged to play freely with these things for the first few days, selecting their own materials and toys. After they have had time to become acquainted with different materials and have discovered some of their possibilities, I take up one or more forms of play which have been initiated by the children, and by tactful suggestions lead to definite organization of the activities in the form of objective projects. For example, the children become interested in playing on the floor with large building blocks or small blocks. They experimented several days. One day a child made a chair. This suggested other furniture. Soon all were making chairs, beds, tables, stoves.

We then discussed what we might make like this for our room. A play house developed. We made most of our furniture. When our house was ready we discussed some things we would need to buy and not make. Many brought things to use in our house.

We then talked about who lived in the house. The study of the family developed. In music, we learned songs about homes, the family, etc. In art, clay work, painting, and drawing, we made many things about the family and homes.

Booklets were made and taken home. Clay dishes were made. In the meantime, housekeeping plays involving bed-making, sweeping, dusting, and cooking were going on. Bread, cookies, etc, were molded of clay and baked in the toy stove we had made and painted ourselves. Doll clothes were kept in a chest we made. Doll clothes were also hung on toy hangers and placed in a closet we had made.

The children folded napkins of paper and cut and decorated doilies, made lamp shades and pictures which they used in the dining room plays. A real tea party necessitated a trip to a grocery to buy some food. Thus, interest in the grocery was initiated, so a store evolved. Everyone brought small things for the store. Clay eggs, vegetables, etc, were made for the store. The school bought us a cash register. We made shelves, etc. ourselves. The children began to play at buying and selling. Sometimes the orders came by telephone.

Songs were learned involving the mother and grocer in conversation.

Example: Mother: "Hello, Hello, please send a dozen eggs".

Grocer: "All right, all right, 'twill be there in an hour."

Mother: "Goodbye."

Grocer: "Goodbye."

Housekeeping and store plays led to the question of source of food products. Pictures were brought to illustrate such.

Other projects were initiated from these two projects, such as a theater, a church, a bakery, a school. (Maybe for a day or two.)

At Christmas, a small tree was purchased and placed in the playhouse for the children to decorate as they wished.

The wagon and tricycle served as a taxi between store and playhouse.

Our art, music, and various activities are often centered around this project.

HOME LIFE

Prepared by Emma Lou Erickson

A simple playhouse, made of screens, curtains or blocks. Children make furniture from orange crates, then paint; also, furniture on a small scale from cigar boxes and clothes pins for table and chair legs. These we paint. The girls do some simple sewing, doll clothes, curtains, and table covers.

We do a little cooking - apple sauce, jello, cocoa, etc. At this time we discuss proper serving and table manners.

Whole Duty of Children

A child should always say what's true,
And speak when he is spoken to;
Behave mannerly at the table,
At least as far as he is able.

A simple blessing:

For all we eat,
For all we wear,
For all we have everywhere,
We thank thee, Father.

A poem we learned concerning proper foods:

The proper foods for me to eat
  Are simple ones and clean.
A pint of milk each day I need
  And vegetables green.
The time to eat is during meals,
  And never in between.

There are many songs and stories concerning home life. We discuss the duties of each member in the family - the children bring pictures showing activities in the home. Each child cuts pictures from magazines - father, mother, brother, sister, and baby. With these they make booklets and label each picture, which is the first reading readiness lesson.

We discuss the proper way to keep house, prepare foods, do the laundry, etc. The children take turns keeping the playhouse neat and clean.

Home life is illustrated in crayolas, paints and clay modeling.

SPRING

Prepared by Katheryn F. Henderson

Care Ideas

I. Spring Days grow longer and warmer.
   A. Observe thermometer.
   B. Discuss length of days, as compared with Winter.

II. There may be strong winds in the Spring
   A. Observe briskness of wind by watching flag and branches of trees.
   B. Make pinwheels and kites.

III. Many changes take place in plants in Spring
   A. Take a trip to the park and observe new leaves.
   B. Plant seeds and watch plants grow.
   C. Soak lima beans between blotter and watch them sprout.

IV. Animals do many interesting things in Spring.
   A. Birds return in the Spring.
   B. Butterflies will emerge from cocoons.
   C. Bees gather nectar.

GETTING READY FOR WINTER

Prepared by Frances Anderson

I. How the animals get ready for Winter.
   A. Some animals sleep all winter - bears, turtles, snakes, etc. They go into caves or bury themselves in mud, etc.

B. Some animals do not go to sleep but almost all get a much thicker coat to protect themselves from cold.

C. Squirrels gather nuts and store them away.

D. Deer come down from the high mountains where the snow gets so deep - usually go near ranch houses for hay if any are near.

II. How the birds get ready for Winter

A. Most birds fly south to a warm place until Spring comes again.

B. A few birds get thicker feathers and stay here. (Talk here about why and how we should feed the birds.)

III. How the butterflies get ready for Winter.

A. Cycle of cocoon, butterfly, eggs, etc.
Children may bring cocoons to school. These may be placed in a jar. Caterpillars may also be found very early in the Fall.

B. Two good books which may be used are:

1. "Johnny and the Monarch", Children's Press, Inc., Chicago.
2. "Let's Go Outdoors", Doubleday and Co., Inc., New York.

IV. How the trees get ready for Winter.

A. Trees lose their leaves and go to sleep until Spring comes.

B. Children may bring leaves to school - identify leaves.

V. How the flowers and plants get ready for Winter.

A. The flowers lose their petals and make little seed pods.
A nice project in this connection is to ask the children to bring Fall flowers from their gardens. These are pressed and mounted. When they go to seed, the seed pods may be brought, too, and the seeds saved. Then in the Spring, the seeds may be planted in small containers. An easy flower to show this cycle is the hollyhock.

VI. How we get ready for Winter.

A. We get our houses ready for winter - storm windows, etc.

B. We buy warmer clothes. What are some of our warm clothes made of? Wool.

C. Mother cans fruit and vegetables. Let children bring pictures of fruit and vegetables from the magazines. Mount on bulletin board and identify.

D. Making apple sauce is a nice project in this connection. Ask each child to bring an apple. The school will furnish graham crackers and sugar. Teacher cuts apples in half for easier peeling. Let each child peel his apple and cut in small pieces, to be put in a large pan. Add to the apple sauce the sugar, juice of a lemon, cinnamon, and cook, stirring frequently. When done, spread on graham crackers. Good health habits may also be stressed in this project; washing fruit before peeling, washing hands before handling food, etc. We usually also review the steps in our project and then go to other rooms and tell them how we make apple sauce.

WINTER

Prepared by Lillian Zimmermzn

I. Introduction
   - A. Calendar study
   - B. Weather
   - C. Pictures

II. Development activities
   - A. Conversation and discussion periods on:
     1. Winter
     2. Fun in Winter
     3. Work in Winter
     4. Snow
     5. Ice
     6. Animals and birds in Winter
     7. Insects in Winter
     8. Winter clothes and wool
     9. Northland
   - B. Songs
     1. The Snowman, The Kindergarten Book: Ginn and Company
     2. My Zipper Suit, The Kindergarten Book: Ginn and Company
     3. Warm Hands, The Kindergarten Book: Ginn and Company
     4. The Coal Man, The Kindergarten Book: Ginn and Company
     5. I'm Glad It's Snowing, The Kindergarten Book: Ginn & Co.
     6. On the I-C-E, June Norton Sing It Again: June Norton Publ.
     7. Snowflakes, Sing A Song: Ginn and Company
     8. The Snowman, Sing A Song: Ginn and Company
     9. Frosty, the Snowman, Sheet music
   - C. Stories
     1. The Sad Snowman, Another Here and Now: Mitchell & co-authors, Dutton
     2. Snipp, Snapp, Snurr and the Yellow Sled, Maj. Lindman: Albert Whitman & Co.
     3. Rosy Nose, Martin, Bill & Bernard: Tell Well Press
     4. Little Eskimo, Jackson, Kathryn: Simon & Schuster
     5. Little Brown Bear, Children's Activities
     6. The Snowman Who Wanted to Stay, Derman, Sarah: Whitman Publishing Company

* 7. Summer and Winter, Bertail, Inez: Veritas Press
* 8. Red Mittens, Banner, Laura: Houghton Mifflin Company
* 9. Little Galoshes, Little Golden Book
* 10. Winter Is Here, Parker, Bertha
* 11. I Like Winter, Lenski, Lois: Oxford University Press
* 12. All Ready for Winter

* From the Carnegie Library

D. Dramatization
1. Ten Little Snowmen, "Talking Time"
2. Red Mittens
3. Little Galoshes

E. Poems
1. The North Wind Doth Blow
2. When the Snow is on the Ground
3. Feed the Robin

F. Finger plays
1. Thumbs in Thumbs' Place

G. Records
1. Our Singing World Album K, Record 1 k-a

H. Films
1. Gray Squirrel

I. Activities
1. Watched thermometer.
2. Melted snow and observed what happened and noted amount of water.
3. Froze water in jar with tight lid and in jar without lid.
4. Observed snowflakes.
5. Collected winter pictures for Winter booklet.
6. Made pictures for show, "Fun in Winter ".
7. Thought of all words to describe Winter weather.
8. Composed stories and riddles about Winter.
9. Used flannel board and chart activities.
10. Made freehand drawings, paintings and illustrations of Winter scenes and stories.

IV. Conclusions

Many opportunities throughtout the unit were provided for experiences with numbers, rhythms, art, language, science, individual and group adjustment, physical skills, etc., that are important in planning experiencing activities for the kindergarten child.

V. Culmination

As a culminating activity, the songs, rhythms, games, finger plays, poems, etc., were woven into an original story and dramatized by the children.

A CIRCUS
Prepared by Hazel Chastain

Introduction

I have a group of large circus pictures which were displayed and we listened to the record album, "Bozo at the Circus".

Activities

Conversation about:

Animals - where they live, are they tame, how trained, what they eat, how they walk, etc.

Circus people - how they live, etc.

Circus shows they have seen.

Art - paint, crayon, chalk, clay

Drawing the part they liked best

Modeling animals

Pictures for circus book

Clown faces drawn with chalk

Music

Songs - "Our First Music" - Pages 320-327

"The Kindergarten Book" - Pages 119-122

Rhythms - Record Album - "Circus" (Ringling Bros. and Barnum & Bailey Band)

Using the circus record as background music, the children played circus. Some were trainers, some animals, tightrope walkers, clowns, etc.

FARM FRIENDS
Prepared by Maud Laing

Major Objectives

To develop an unselfish interest in and love for all animals.

To learn some facts about domestic animals.

To develop an appreciation of the farmer in caring for his animals.

To arouse appreciation of the services of the farmer and his animals.

To develop interest in farm life and realization of our dependence upon it.

Basic Concepts

Farmer is kind to animals - takes good care of them.

Pets and animals depend upon people for care and protection.

Need for good food and clean homes.

People depend upon animals and plants for food and clothing.

People in the city depend upon people in the country.

Farmer depends upon nature's forces.

Farm products are necessary to life.

Modern machinery makes work easier for farmer.

Information
- Animals found on farm.
- Food animals eat.
- Things animals give us.
- Where animals stay.
- How animals are protected from weather.
- Animal families.
- Farmer's work from season to season.
- Crop cultivation and products.
- Grain, fruit, and other products in relation to food and clothing for all.

Approaches
- Books and pictures - stories and poems - songs.
- Discussion of visits children have made to farms.
- Discussion of sources of food.
- Toy animals and farm machinery.
- Films and slides.

Activities
- Making clay and paper animals.
- Clay fruit and vegetables.
- Painting and drawing large animal and farm pictures.
- Constructing a farm.
- Playing games; learning songs.
- Planting seeds.
- Sharing activities with other classes.

FARM
Prepared by Helen Fausett

Free Play
- Construct a farm. (The children contributed farm toys and animals.)
- Plant wheat seed.
- Plant flower seeds.

Conversation
- Tell about farm experiences. Also ranch.

Music - Rhythms - Records
Songs:
- Duck Song - Discovering Music
- Pony Joe - Discovering Music
- Baa, Baa, Black Sheep- First Grade Book
- Three Little Kittens - First Grade Book
- Hey, Diddle, Diddle - Kindergarten Book
- A Getting Up Song - Kindergarten Book
- Mrs. Hen and Little Chick - Kindergarten Book
- I Went for a Ride in the Country - Kindergarten Book
- Mary Had a Little Lamb - Kindergarten Book
- Thank You, Pretty Bossy Cow - Kindergarten Book
- The Hen - Kindergarten Book
- Little Ducky Duddle - Kindergarten Book

Handwork

Creative art pictures of a farm or ranch.
Use crayolas, paint, chalk.
Cut out farm animals (colored paper).
Bring attractive farm pictures from home and mount on bulletin board.
Make booklet of farm animals.
Make animals from clay.
Make stick horses.

Numbers

Count the different animals. Write numbers from 1 - 10.

Stories

Animals of Farmer Jones
Tommy of A Bar A Ranch
Little Lamb
Black Beauty
Story of Ping
Animal Picture Book
Grandfather's Farm
Ranch Book
Powder
Noodle
Also, a number of books brought to school

Games

Farmer in the Dell
Garden Game
Oats, Peas, Beans and Barley Grow
Jolly is the Miller
In the Spring

Dramatize

Little Red Hen
Chicken Little
Peter Rabbit
Three Little Pigs

Excursion

We wanted to visit a ranch but didn't have the opportunity.
We walked through Holliday Park to see the new grass, leaves and birds.